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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE • MARCH 1965

- * Money Lenders Attend Farm Management School
- * Realistic Planning and Action Boost Economy
- * 4-H Tractor Care and Safety Program
- * Leadership Workshops

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

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EDITORIAL

The old saying "a little learning is a dangerous thing" might have been true at one time. But today the flow of new knowledge is a surging torrent. If you prefer—call it information. Even keeping up with what's new in a fraction of a particular subject is becoming increasingly more difficult.

Here's some thinking on this problem by Dr. Milo Bail who recently retired as president of the University of Omaha:

"In 1800, information was doubling each 50 years. Today, it is doubling each 8 to 10 years and if I am reliably informed, by the seventies it will double each 5 years. In the physical sciences alone, there are 600,000 pages annually—two volumes every day of the year—more than can ever be read—not to count the hundreds and thousands of articles in various journals and periodicals."

Dr. Bail then goes on to say that "The data processing machine has a significant function to serve in gathering information to communicate although as someone has said in comparing the machine with man—the machine is fast, efficient, and stupid, while man is slow, slovenly, and brilliant."—WAL

The Rural Areas Development Committee has implemented projects such as this pond which is part of the vacation facilities on the Dowse Ranch.

by JACK D. TIMMONS
Public Affairs Specialist
Nebraska



Realistic Planning and Action Boost Custer County's Economy

HOW can we help develop existing resources to provide better economic conditions for the people in Custer County? This was the question a small group of people asked themselves in August of 1961. They were concerned about the population loss and the low income levels of many of their neighbors. They decided that through RAD they might be able to do something on their own about these problems.

Their problems were no worse than those of hundreds of other counties in the United States and were not as serious as those of many areas. However, this group of concerned farmers, ranchers, businessmen, and educators felt that there were potential opportunities in their county which could be developed through planning and with a judicious push in the right direction. They wanted to solve some of the problems before they got worse.

RAD Committee Formed

In this environment the Custer County Rural Area Development Committee was born. It began with about 21 members and has remained around that size although some of the faces have changed. Subcommittees were formed to discuss and study problems in agriculture; industrial and community development; and recreation, education, and youth. During the first 2 years the committee concentrated on specific action projects.

Generally, when one of the seven-man subcommittees

came up with an idea and some information relative to the idea, the whole committee would concentrate its efforts on the project. This included talking to people who would have direct economic interest as well as obtaining support for the project from other organizations in the county. Once the project was well underway the committee normally would turn it over to the group immediately interested and transfer its attention to some other project. The committee has no money so its activities have been limited to providing the ideas, information on feasibility, and encouragement.

Action Projects

The committee's first project turned out to be fairly easy and most successful. This undoubtedly provided them with the needed confidence and enthusiasm that has carried through to the present.

Someone suggested that sales of Grade B bulk milk for processing might be more profitable than separating cream for some of the farmers milking just a few cows. If so, this would help some of the low-income farmers, since it is primarily members of this group who still milk a few cows for extra income.

A Co-op cheese plant in Aurora, about 100 miles away, was contacted by the committee. The plant agreed to send a truck to the county for pickup if the farmers were interested. They would also sell them the necessary equipment which would be paid for out of milk



Feeder and Breeder Association looks over a feedlot operation.

checks. The route started with six farmers but grew so rapidly the Co-op plant added another truck and then built a collection plant in Broken Bow. This added three employees to the county and a \$25,000 building to the assessment rolls. But more important, there are now over 100 farmers making as much as 40 percent more net income from their dairy operations than they did when selling cream. They also say this portion of their farming operation requires less maintenance than before.

Another idea which people had been discussing for some time was the possibility of establishing a commercial feedlot in the county financed by local investment. Meetings were held to discuss this possibility and outside technical advice was sought both from the University and from companies who manage this kind of operation. The committee decided that this was not a feasible project at the time and dropped it.

Mention of this unsuccessful exploration is made to point out that a group of this kind can help redirect wasted efforts by investigating projects which look attractive but are not suited to the area.

The Custer Gameland project (see June 1963 article in *Extension Service Review*) was another highly successful effort at bringing new income into the county. Farmers were encouraged to allow hunting for a fee on their farms by those hunters who had registered with the Custer Gameland office and had bought tickets. In addition many farmers provided room, board, and hunting privileges for \$10 per day further adding to their farm incomes. Considerable publicity was obtained through State and National feature articles and with printed brochures which were sent out. The project has now been turned over to a group of the participating farmers and ranchers who have formed the Custer Gameland Association.

Gameland Study

Last summer an evaluation study was initiated to evaluate the economic effects of Custer Gameland on the economy of the county. The study is being carried out by the Bureau of Business Research of the University in cooperation with the Extension Service and the Custer Gameland Association.

The study is being financed by a small grant from Extension with the following three objectives: (1) To attempt to measure the effects of the project on the Custer County economy and through this to attempt to get more effective cooperation from the businessmen in the towns of the county; (2) to bring the Bureau of Business Research into the RAD process and acquaint them with the purposes of the program and; (3) to come up with a published study which can be used to help other counties in Nebraska and the Nation understand what new economic activity can mean to their economy.

OEDP Project

During the development of the Committee's activities they became more aware of the need for a more comprehensive study of the county situation. They requested assistance from the Extension Service and in June of 1963 the University agreed to help them develop an Overall Economic Development Plan as part of an experimental project. The University Extension Service wanted to develop materials for helping counties in the State do their own planning but needed more direct experience with a county that was going through the process. Part of the time one staff member helped to gather information and organize the OEDP.

Meetings with the RAD Committee, subcommittee chairmen, and the County Extension Board were held and each subcommittee chairman was given an outline of the



This new building is a result of RAD-sponsored bulk milk route.

information he needed to complete his report. This has been followed through and the initial OEDP for the county is now completed. It was submitted for ARA approval by June 30, 1964, according to their January 1964, requirement for ARA counties.

In addition to helping the subcommittees with their inventory, the University staff member acted as consultant in discussions of the various resource areas in general committee meetings, and brought other University personnel into the discussions as advisors.

The next step in the project will be to compile the experience of the people who have been involved in the Custer County Project and to come up with detailed guidelines for use in other counties. It is felt that there must be statistical profiles compiled for various economic areas in the State since local people have a very difficult time finding much of the published information. The questionnaires and information lists must be more detailed than they have been up to now.

As soon as the OEDP has gone through the approval process, the suggestions of the various Federal agencies will be incorporated and it will be printed for use as a model OEDP in other counties which are interested in developing a plan for their areas.

Some of the most obvious problems observed at this point seem to be: (1) Difficulty in obtaining broad representation on the committee, (2) difficulty in obtaining cooperation from businessmen in the larger towns—particularly with over 2,000 population, (3) more detailed assignments need to be made in the fact-gathering process and as much published statistical information as possible should be made easily available, (4) better guidance is needed in programming committee meetings—often committees tend to meet when they have no specific program or topic to discuss, and (5) some attention should be paid to encouraging the

undertaking of specific projects while the OEDP is in process to keep the action-oriented members interested.

Current Activity and Future Plans

As a result of their experience in RAD the Custer County Committee has been called upon several times to help explain RAD to other counties in Nebraska. This has been a most effective means of motivation. Other local people concerned about their economic and social problems are able to identify more closely with other farmers and businessmen who have accomplished positive results than with specialists from the University or other State-level agencies.

Custer County has many projects outlined as possible sources of economic and social improvement which were brought out in development of the OEDP. Currently they are working in conjunction with several other organizations to develop a map of the county showing historical sites and other points of interest for tourists. A program is now being generated to provide education on proper use of fertilizer in the county. The county agent, vocational agriculture teachers, farm organization members, and others will work together to provide information and help with soil testing.

Other projects include promotion of a feed mill in the county, further encouragement in promoting hunting and vacation farm activities, a program to promote better range management and irrigated pasture, experiments with specialty crops such as dry edible beans and beets, and cooperation with other groups to find feasible industrial potential for the county.

This is one example of a group of local people who have recognized change as something that is happening to them. And discovered that they can do something about both adjusting to those changes and shaping those changes to their own needs and desires. ■



4-H Tractor Program

Father and son discuss the importance of proper shielding of the power take off shaft.

Canadian County, Oklahoma Uses Three-Step Training Approach

THE NEW APPROACH to leader training and projection in the Oklahoma 4-H tractor program is paying off in Canadian County. Circular letters and good publicity helped to get the program off to a good start but the real merit of the program is the series of four training schools for 4-H Club members.

Leaders carried out the 4-H tractor program according to an overall plan developed by the State 4-H staff and the Extension agricultural engineer. This three-step plan included a planning conference with agents, a dinner and leader-training meeting, and a series of training schools for 4-H Club members.

Eleven adult leaders and two local machinery dealers cooperated with the assistant county agent, Phillip Mannschreck, in conducting the training schools. There were 42 4-H boys enrolled in the Tractor Care and Safety Program in 1964.

The first step was a planning conference in the county agent's office. In this conference, the Extension agricultural engineer and the State 4-H Club leader worked with the county agent and the assistant county agent to develop plans for Step Two, the dinner meeting-training session.

Mannschreck took the lead in making the arrangements. He sent special invitations to some leaders and invited others personally before the meeting time. In a special circular letter to leaders he stated, "We are going to kick off the New Year with a new project on the 4-H Tractor Program in Canadian County.

"We need your help as well as your attendance at the first dinner meeting which will be for leaders' training. The meal will be furnished through the courtesy of the program sponsor. . . . The purpose of the meeting will be to discuss and review the new literature available for 4-H Club members and to make plans for schools, demonstrations, and other activities to encourage and assist 4-H Club members to learn to operate and care for tractors skillfully, safely, and economically. . . ."

Eager Leadership

Leaders attending the dinner meeting-training school were enthusiastic about the 4-H tractor program. But what appealed to them most was the new literature which included special instructions for them with emphasis on safety. The leaders had been greatly concerned about safety with tractors and machinery because several serious accidents had recently occurred in Canadian County.

At this training meeting plans were made for conducting a series of four training schools for the 4-H'ers. Since Canadian County had not been active in the 4-H tractor program for several years, the group decided that

all of the sessions would be from the first year manual.

The assignment of leaders to be responsible for each lesson was voluntary. Response was excellent: some preferred to take certain subjects and others said, "I'll be glad to take any of them."

Most of the leaders were fathers of boys who were enrolled in the program. They had a personal interest in doing the best possible job in presenting their assigned lesson. Local machinery dealers were cooperative in furnishing meeting places in their shops or showrooms. The groups decided to hold the schools on four successive Thursday evenings at 7 pm with the understanding that the sessions would last until 9 pm.

Good Publicity

Excellent publicity and communications helped to get the Canadian County 4-H tractor program off to a good start. The local newspaper carried information about the leader-training meetings and gave plans for each of the four schools for the 4-H'ers. Dates, meeting places, and names of the leaders were listed in news stories and circular letters.

Mannschreck used circular letters to keep leaders and members informed about the schools with a footnote reminder of schools to follow, listing dates and places. His first letter invited leaders to the training meeting.

The next letter informed 4-H members of plans to hold the schools and gave dates and locations. He said, "I

Phillip Mannschreck, Assistant County Agent displays equipment used in lesson on nuts, bolts, and screws.



would like to urge both you and your dad to attend these sessions to find out how you rate in tractor care and safety and to learn all you can in this respect."

Mannschreck's third letter to club members told names of instructors and gave the lesson topics. He listed dates, times, and places of the remaining schools.

"All of the leaders did a tremendous job in presenting demonstrations and leading discussions," according to Mannschreck. Also quite helpful was the fact that none of the leaders missed a meeting. Leaders for some of the later lessons reported that they got some good ideas from leaders in the first lessons. Some leaders arranged for their sons and a friend to give a short demonstration as part of the lesson.

Lessons Popular

A former State winner in the Record Book Program taught a lesson on "Daily Maintenance and Safety Check." This was one of the most popular programs. Part of the discussion and demonstration was the showing of the leader's record book with emphasis on the importance of keeping a workbook up to date.

At the close of each session the boys were encouraged to fill out their workbooks and bring them the next week. At the beginning of each meeting the previous week's leader briefly reviewed his lesson and went over the quiz questions on the check up sheet.

Mannschreck reported, "The more we called on the leaders to help out in different parts of the program, the more interested and cooperative they seemed to be."

A local leader rated this series of training schools for 4-H boys about the best he had ever seen because of the keen interest and attendance of boys and their dads. Mannschreck adds, "When dads support a program like this, we know it must be worthwhile."

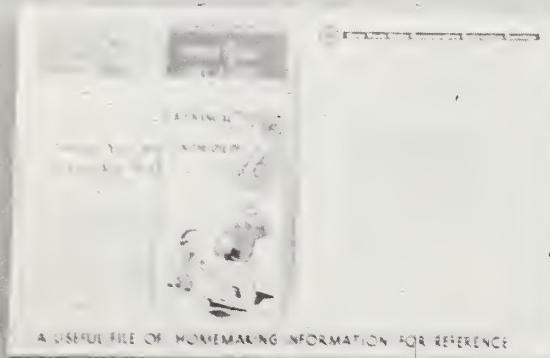
Attendance held up quite well. Starting with 48 boys at the first meeting the average was 44 4-H'ers and 15 fathers at each of the four meetings.

Other Counties, Too

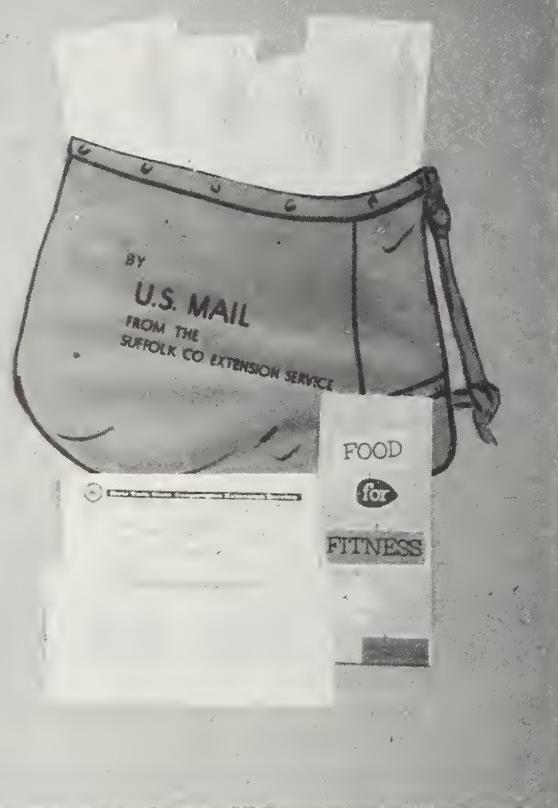
In 1964, six other Oklahoma counties also conducted 4-H tractor programs similar to the one in Canadian County. All six county agents reported excellent interest and cooperation among club members, parents, leaders, and machinery dealers.

Canadian County plans for 1965 are to continue the program on an enlarged scale. For each training school for club members there will be two classes—one for beginners and another for boys enrolled in the second-year program. ■

HELP FOR
YOUNG HOMEMAKERS
WEEKLY HOMEMAKING LETTER SERIES



A USEFUL FILE OF HOMEMAKING INFORMATION FOR REFERENCE



To reach the young homemaker—

LETTERS . . . LETTERS . . . LETTERS

by HELEN G. EASTER, *Home Demonstration Agent, Suffolk County, New York*

■ How do you get the Extension home economics program to the beginning homemaker? Many thousands of young homemakers appear on the scene each year. Home economics has much to offer them. But for many reasons these young women are an elusive audience.

Last year two New York counties used a young homemaker letter series with results worth reporting. Nassau County and Suffolk County on Long Island tried a weekly series of personalized, mimeographed "Dear Homemaker" letters. Each was planned to accompany a brief threefold Extension Service bulletin or leaflet.

There was nothing in this particular "Dear Homemaker" approach that all Extension home economists haven't used since the beginning of the Extension Service pro-

gram and the authorized use of the penalty privilege—but it happened to work!

It was a joint effort, cooperatively planned and executed, but the mailings were handled in the separate Extension offices and signed by the agent in the particular county. Nassau and Suffolk are neighboring counties with growing similarities in population trends and program potentials. Members of the two staffs have found it helpful over a period of years to meet together occasionally to discuss present and future policies, and to bring the two programs in line with each other.

The final pattern for the project was to prepare a series of 18 franked letters on specially-designed and printed stationery. They were mailed a week apart to



Homemakers' reactions are varied. Some report interest from their "better half" and most say they pay more attention to labels and shop for advertised specials.

give the homemaker just enough time to read and digest one letter and to anticipate the next. They were to be friendly, short, and easy to read. They were to encourage action or changes in practice. A beginning homemaker was defined as a homemaker with 3 years or less of home-making experience.

Each county started with a list of 200 "brides." The list was compiled by asking Extension members for names of daughters, daughters-in-law, nieces, friends, and neighbors who might enjoy receiving the letters. The service was also publicized in the monthly Extension newsletter and in the weekly newspapers of the county. A large poster was used at several countywide meetings. About half of the initial list came from mass media publicity.

The selection of topics was determined to a considerable extent by available free three-fold USDA or Cornell leaflets, although the two counties worked up some special leaflets themselves. The leaflet list included: *Food for Fitness*, *Keep the Quality in the Food You Buy*, *Manage Your Way to Quicker Meals*, *You and Your Market Basket*, *Working Wives*, *Freezing Foods*, *A Financial Checkup* (credit), *Read the Label*, *Know Your Fabrics*, *Spot and Stain Removal*, *Housecleaning Methods*, *The Family Wash*, *Selecting and Cooking Turkey* (in the spring series, Fish), *How to Select a Basic Cookbook*, *When You Buy Wood Furniture*, *When You Buy Curtain and Drapery Fabrics*, *When You Buy or Rent a House*.

The initial letter was introductory, telling a little about the Extension Service program, the purpose of the series, and how the mailing list was compiled. It was mailed with an explanatory Extension Service leaflet in one of the printed Extension file folders (used by the two counties for leader training school materials) with the suggestion that the series would make a useful reference file. The final letter again called attention to the services and opportunities offered by Extension and invited each reader to avail herself of these opportunities.

Toward the end of the series a 2-page questionnaire was sent to each reader for evaluation purposes. The first page was a profile questionnaire; the second was for evaluating the series. Space was left for comments and suggestions, and there was a form to fill out if they would like to have the series sent to any of their young married friends.

In Extension, the return from any questionnaire is an exciting and heady experience. In each county the response to the questionnaire was about the same—a 50 percent return, and most of them very enthusiastic.

Some readers merely answered the questions, but the





The final pattern for the Nassau-Suffolk project was to have a series of franked letters on specially-designed stationery, signed by the agent of the issuing county. They were spaced a week apart to give time for the homemaker to read one letter and anticipate the next.



majority took time to write a note to say that the letters had been of real help, that they had enjoyed and anticipated them from week to week, and that the letters had made them think. Some asked that the series be extended, or to be put on the list if another series were contemplated. Nearly all of them sent in one or more names of friends for the second mailing.

The profile proved that the audience was quite young, more than two-thirds of them in the 20 to 25 year bracket; more than seven-eighths in the 20 to 30 bracket. A few lived with parents, but around half rented apartments (or houses), and about half were homeowners. Very few had less than high school education. Around one-fourth had taken courses beyond high school, about one-third had bachelor degrees, and few had degrees beyond the bachelor.

Warmed by appreciation, Nassau and Suffolk found that their mailing list for the repeat series in the spring of 1964 more than doubled. The pilot list of 200 in each county jumped to more than 400 making a total for the two counties of 1,300 reached in the fall and spring mailings.

A summary and evaluation of the Nassau-Suffolk series was sent to the State Office and then reproduced and sent to the other counties in the State. The following fall (1964), 12 other New York counties used the idea (adapting and improving the letters) with mailing lists varying from 100 to 500 per county. A recent poll (November 1964) gives the number of young homemakers over the State reached by the fall 1964 series (including Nassau and Suffolk) to be well over 3,000. Most of the counties plan a repeat in the spring.

The project is not inexpensive in either time or money, but the fact that it has captured the attention of that young homemaker audience, not once but 18 times, has been judged reason to put the project among those on the priority list when planning programs and budgets.

The 33-page summary and evaluation describes the project and its mechanics. It lists the topics and bulletins; summarizes, analyzes, and evaluates the questionnaire returns; and includes copies of the questionnaires and letters. The report is available for \$1 from the Nassau County Extension Service Headquarters, 57 East Jerico Turnpike, Mineola, New York 11501. ■

Money Lenders Attend Farm Management School

by EDWARD KOESTER, County Extension Agent, Gooding, Idaho

IT MAY or may not be a novel idea, but it's a first in this area. What? . . . a Farm Management School for Money Lenders.

Eight years ago the Gooding County Advisory Council requested me to set up some Farm Management training for farmers. Arrangements were made with University of Idaho Farm Management Specialist, Virgil Kennedy to work with seven farm families. At this time a good deal of experimenting was going on. These families were asked to review their long range goals, their assets, liabilities (resources, land, labor, and capital), and their particular likes and dislikes. Net worth statements were prepared.

One of the main objectives was to make the farm operator more capable of recognizing and choosing alternatives as they applied to his operation.

In the spring of 1964 another Farm Management School was arranged with a broader approach. The attendance was 31 for this 2-day session. Participants were introduced to the subject of cost analysis and urged to complete their farm analysis at home and call on the county agent for assistance if needed.

Since this training was well received and the area of greatest concern was financing, we decided to offer similar training for finance people.

In September I personally surveyed bank managers, FHA supervisors, and others as to their acceptance of such a plan.

One young bank manager stated he would be very interested because his training had all been on the lender's approach; others also indicated interest. The result was a training meeting planned just for finance people.

Every financial institution serving the county was represented at the training session. The local Production Credit Association had two representatives, both bank managers were present, the Federal Land Bank Secretary, the FHA supervisor serving Gooding County, three FHA supervisors from an adjoining county, as well as a bank manager from an adjoining county.

The training consisted of an explanation of the necessity of better farm management and the cost analysis approach. It was noted that good farm records were a must for accurate cost analysis. I presented cost analyses of two local dairy situations and explained how and why so much variation in costs and returns exists.

Farm Management Specialist, Virgil Kennedy has been very active in schools of this nature and had worked out an outline showing details of figuring machinery costs and the breakdown of fixed and variable costs.

The meeting was informal in nature and questions were asked frequently. Handout materials were prepared by the specialist.

Follow-up included a farmer calling at my office the next day, referred by one of the participants. Others have expressed a need for more such meetings. One banker was noted discussing this with farmers.

One farmer, who participated in an earlier meeting, has been "plugging" for a Farm Management course for credit at the University of Idaho. ■

University of Wisconsin Summer School June 22-July 16, 1965

Agricultural and Extension Education

Development of Leadership for Youth Programs

Research Methods

Program Planning in Cooperative Extension

Principles of Adult Education

Meat and Animal Science

Meat Science and Technology—Carcass Evaluation, Processing, and Retailing

Entomology

Insect Pests and Their Control

Agricultural Economics

Agricultural Policies

Home Economics

Current Problems of the Consumer,* Prerequisite: Economics 101, Home Management 475 or equivalent.

Textiles for Modern Living,* Prerequisite: course in textiles.

* Offered July 5-July 30.

SHORT SURVEYS for Program Development

by E. J. NIEDERFRANK, *Rural Sociologist*
Federal Extension Service

and BRUCE M. JOHN, *Rural Sociologist*
West Virginia

IN THESE DAYS when Extension is undertaking program responsibilities in new areas, county agents and planning groups often find themselves working with problems or subject areas less familiar to them than the more established programs.

Most of your experiences may have been with programs based on readily available Experiment Station research findings which were easily adapted to already-defined problems and easily provided the solutions or answers needed. But many problems we are called upon for assistance in solving today cannot be solved merely by the direct application of readily available information, for they call for specific information about local situations.

Many times specific local data about people, the community, or the land and other physical resources are needed for making final decisions about programs and methods. If agents or planning groups want information of this kind they usually have to gather it themselves.

To meet this void, Extension agents and citizens' groups are more frequently undertaking short range "action" or "applied" research on their own. This trend is all to the good. It not only provides local information needed for sound planning, but frequently has been found to be an effective way of involving local people. It helps stimulate interest, motivate action, and increase the leadership skills and understandings of both staff and people.

On the other hand, sometimes action research or surveys do not always produce worthwhile results because of the inadequate methodology used or for other reasons. Sometimes Extension workers also hesitate to suggest or undertake a survey because they are not sure they are able to adequately direct such work. Therefore, the following suggestions may be helpful.

Some Main Considerations

The first question is about purpose. *Why* do we need to make the survey, or why would it be advisable to suggest one? In what ways would it be helpful? This, in turn, determines the content of the study—*what* kinds of information do we need in order to fulfill the purposes of the study. Then the next question is *how*—

what type of study, in general, are we talking about? How large a study? Who should make it?

These three basic questions—*why*, *what*, and *how*—are very important because the rest of the methodology and uses of the survey depend on them. The answers to these questions will influence the number of people needed to help, the time required to do the study, other financial costs, types and amounts of professional help needed, and the like.

It may be desirable to set up a temporary committee to give thought to such questions and make preliminary recommendations.

Making Short Surveys

Once the purposes, the general content, and the general method are in mind, the next phase in designing a survey is to plan the specific details. Careful attention should be given to the following steps.

Define the problem clearly. To make the best use of your time and effort, you should determine exactly and precisely what the central question or questions are that you want answered.

Decide on specific data needed. The next step is to determine what information you need to answer the question and how you are going to gather it. Some inexperienced researchers look first to see what is easy to obtain. This is a dangerous way to operate, for often you end up with too much data and still haven't answered the questions. You should determine first what you want to know and then decide how you are going to get it. One must be practical and realize that certain types of information are nearly impossible to get or may be impractical from the standpoint of time and money.

Determine source of data—sampling. When one is concerned with a large number of cases or universe, a sample is usually called for. It is a waste of time and effort to interview every case when a large number is involved, because the results would not be any more accurate than a properly-drawn sample. For most purposes a sample should be drawn only if the total number of cases is larger than 150. If less than 150 cases exist, it is usually desirable to interview every case.

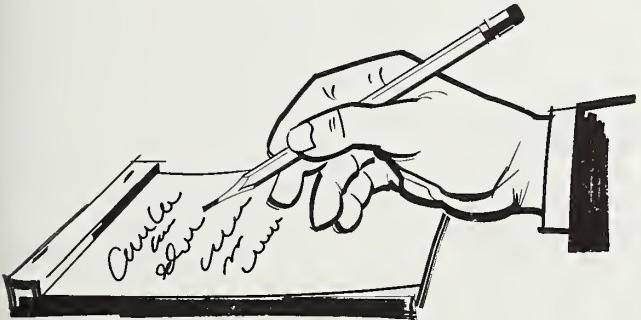
The questionnaire. The designing of questionnaires is an exacting art and space cannot be devoted here to a full discussion. However, there are a few basic principles that should be kept in mind.

First, the questionnaire should be as short as possible.

Second, questions should be worded clearly to avoid any possible misinterpretation. Care must also be taken that the questions are unbiased and do not give a hint to the type of answer wanted.

Be sure not to miss relationship data which will be helpful in interpretation. Include questions regarding age, sex, education, rural or urban residence, occupation and/or income level, and other factors that may be important in your particular case.

A general idea of social class can be determined by occupations and income levels. If data on income is desired, it is best to place it at the end of the questionnaire and to ask for it within broad categories.



Personal interviewing. Remember that the sole purpose of the interview is to secure information as accurate and precise as possible. The first step is for the interviewer to explain who he is and why he is there. It usually helps to give a brief explanation of why the survey is being taken.

It is important that the interviewer establish good rapport with the respondent. The respondent should be told that the interview is confidential and every effort should be made to keep it so. Do not underestimate the intelligence of people and display an attitude of superiority. The interviewer must accept the interviewee as a conversational equal during the interview. He must discount his own ideas and be careful not to express moral judgments.

It is, of course, important that the questions be asked carefully and exactly as worded. The answers should be recorded completely and accurately. It is usually

useful for the interviewer to make notes on the margins or back of the questionnaire of any additional information that may be gained.

As soon as possible after the interview, the interviewer should read over the questionnaire, question by question, to be sure that every answer is filled in fully and accurately. Go back for more complete information if necessary. In no case should the questionnaires be left with the respondent for review.

Tabulation of results. The tabulation of results is always the exciting time, for here is where trends begin to be revealed. Most Extension groups find that simple tabulations are sufficient for their needs, without complicated analysis of correlations. Other studies may lend themselves to cross-tabulation and more sophisticated analysis.

If less than 200 questionnaires are taken, hand tabulation would be most desirable. If the number is larger than 200 it might pay to investigate machine tabulation.

When analyzing the results, one must be very careful not to interpret more than is in the data. But accept what the data clearly show, even if it is hard to believe; don't throw out findings if they are contrary to preconceived notions. One should also exercise caution in interpreting results and drawing conclusions. To say that this proves that may be dangerous. It is better to say this indicates that. . . .

Involve the people. Local people can usually be used for interviewing. Train them carefully. Also use local people to help tabulate data and interpret findings. Draw up a good report or summary of the findings and then use them in program planning. Publicize the findings as advisable.

Finally, do not hesitate to call on professional people in the State staff for help in planning, conducting, and using the survey. Ask your State Extension research specialist or sociologist. Once you have had one or two successful survey experiences, you will want to do more research in the Extension program, to help the people do a better job of planning, and to help you provide better professional leadership.

In recent years, many counties have undertaken socio-economic base studies as a beginning phase of work in community and area development. This is another type of useful research that should be done more. Surveys to pinpoint low-income clientele and to learn about their situations are especially helpful, as they would reveal much about the real situations of local families. Unless a staff member really understands and appreciates actual situations, it is hard for him to effectively work with given families or groups.

Surveys help develop understanding, appreciation, and compassion in both staff and leaders. Thus, they add to or enrich purpose in program development. ■



Here, Guthrie Sklar who is Chairman of the Victoria County Program Building Committee, is leading a small workshop group in developing an agenda.

Leadership Workshops in Texas

MANY representatives of clubs and organizations in Texas are becoming more effective leaders after completing special workshop training in leadership development.

Men, women, and youth are reaping the benefits of this training.

Here's a typical comment from a woman who became interested in taking the leadership training after she had accompanied her husband to one of the workshops.

"I came to the leadership workshop last year just to keep my husband company. I had not served on any committee or held office in any organization. The workshop made me realize that I was missing an opportunity to grow and develop personally and to serve my community as well as my family. The parliamentary procedure and officer's training gave me sufficient confidence to take an active part in community affairs. This year I was elected president of our PTA and I am a member of a

number of committees in the church, Scouts, and the PTA. I'm back for more training this year (although my husband could not come) because it has given me a new slant on life."

These spontaneous remarks came at the close of the second annual leadership workshop sponsored by the county Extension agents and the Victoria County Program Building Committee.*

Victoria County held its first leadership workshop in September 1963. The Program Building Committee

* Texas County Program Building Committees are similar to RAD Committees in other States. Each committee is broadly representative of the social, economic, and geographic areas of the county; and with the help of the Extension agents, other agencies, and resource people develops the long-range county program.

had recognized a general need for better trained leaders in the large number of organizations in the county. One of the top priority objectives in the long-range county program was for officers and members of organizations to develop good leadership qualities in order to serve more effectively.

Both the 1963 and 1964 workshops reached the target audience by enrolling more than 100 civic leaders who represented almost as many different organizations.

Among the participants were officers and members of all of the service clubs in the county, home demonstration clubs, garden clubs, parent-teacher associations, chambers of commerce, school board members, boards of directors of banks and of farmer cooperatives, church organizations, women's clubs, youth groups, civic groups, as well as several local people holding office in district, State, and National organizations.

Four workshops were held in Texas counties during 1964. Evaluation of these training programs, focuses attention on the importance of good planning. The three essential steps in the planning are:

Determine the need for leadership training. Each county planning committee, with assistance from Extension, discussed leadership training with key organizations in the county. Clubs were urged to make self-evaluation of their effectiveness in the community. They asked their members questions such as:

- (1) Is this organization active and dedicated to a worthy cause?
- (2) Does it have a variety of good programs supporting that cause?
- (3) Is regular attendance good?
- (4) Do the officers perform their duties with skill and confidence?
- (5) Are the business meetings orderly and democratic?

(6) Are the committee meetings productive?

(7) Is it easy to get new, well-qualified officers to serve?

(8) Is the membership increasing?

Negative answers to these questions indicated a need for the officers and members to develop more leadership skills.

Designate a workshop committee. Leadership development provides an excellent area of program concern for the County Program Building Committee, since its members represent the many different social and economic groups in the county.

However, the chairman in two counties appointed a special workshop committee to plan and conduct the training. Each committee had from 8 to 12 members representing a cross section of the organized groups in the county. Extension agents, organization and program specialists, and local people served in an advisory capacity.

Design the workshop. Many important elements go into the design of a good workshop. The committees found it necessary to meet several times before plans were completed. The following points were considered:

a. *Subject-matter or leadership skills to be taught.* The self-evaluation of organizations in the counties gave clues about types of training needed. The planning committees also used checklists to determine interest in different topics. Most committees chose two or three major subjects rather than attempting to cover too much in a short period of time. Parliamentary procedure, officer training, committee work, group techniques, how to plan a meeting, how to develop an agenda, how to speak effectively, how to preside, how to introduce a speaker, and the problem-solving process were among subjects frequently suggested.

b. *Length of the workshop.* Local interest and the audiences to be reached were considered in determining the length of the workshops. Two successive nights, with a 2-hour session each night, provided enough time to give training in one or two subjects each night. Each program also allowed sufficient time for audience participation and discussion.

c. *Dates for the workshop.* Each workshop was scheduled from 60 to 90 days in advance to provide enough time to secure the best instructors and to insure wide media coverage. Sufficient time also was allowed to contact local organizations and to enroll prospective participants.

d. *Advance registration.* The workshop planning committees, assisted by the Extension agents, developed a list of organizations in each county and assigned committee members the responsibility of contacting certain groups and announcing the workshops. In most instances, copies of the printed program were distributed. Advance enrollment enabled the planners to estimate attendance and plan for appropriate workshop facilities and training materials.

e. *Facilities and training materials.* Both Victoria County workshops were held in Victoria College, which provided an expandable auditorium and additional classrooms for workshop groups. The Nolan County workshop had equally good meeting rooms at a church in Sweetwater. In Taylor County, the ultramodern Cooper High School in Abilene was the workshop site. Provision had been made for larger facilities, if needed, for each training meeting.

A popular feature of the workshops has been a reference handbook of training materials prepared by the State Extension Specialists. Included in an attractive plastic looseleaf notebook were reference materials on the duties and responsibilities of club of-

ficers, parliamentary procedure, public speaking, committee work, working with media groups, suggestions for planning meetings, group techniques, and general organizational suggestions and references. Looseleaf binders were used so participants could add other materials.

f. *Teachers for the workshops.* Extension organization and program specialists, members of the Extension agricultural information staff, and local resource people have served as instructors for the workshops.

Each workshop has featured a keynote address by a community leader to challenge other local leaders to prepare for more effective leadership in community affairs. Keynote speakers have included the executive officer of a bank, a minister, a superintendent of schools, and a consulting engineer.

The president of Victoria College has taught sessions on public speaking and developing an agenda. Other local instructors included school teachers, club leaders, businessmen and women, and county Extension agents. The Extension organization and program specialists, Bonnie Cox and Larry Burleson have given training in parliamentary procedure and group techniques. Mary Mahoney, assistant editor in the Extension Department of Agricultural Information, has worked with local editors in workshop sessions for club reporters.

Each of the three initial counties has planned follow-up workshops. Some are planning to conduct them on a community basis, focusing on more specific needs of community groups.

More than 30 other Texas counties are planning workshops in 1965. El Paso and Winkler Counties have three workshops scheduled for this year, while many other counties have similar indications in their 1965 plans of work. ■

From The Administrator's Desk

The President's Agricultural Message

As I was about to prepare this month's page, President Lyndon Johnson sent his Agricultural Message to the Congress.

Here are a few pertinent quotes from his message:

- "The farm people of this Nation have made and are continuing to make a lasting contribution to our National prosperity. As a matter of simple justice they should share equitably in this prosperity. They deserve a place of dignity and opportunity."

- "Research and education, credit and conservation, and price stabilization have all served us well. They have benefited all Americans, though they were designed as programs for farmers."

- "We need to change much of our thinking on farm policy. Just as we do in other segments of our economy, we need to separate the social problems of rural America from the economic problems of commercial agriculture. We need to be concerned about both, but the answers to each may be different."

- "Our program should:

- " . . . provide efficient family farmers an opportunity to earn parity of income.

- " . . . assist those small farmers who have little chance to enlarge their operations but whose age, physical handicap, or lack of education, prevent their shifting to other employment.

- " . . . assist those farm families who seek to enlarge their productive resources in order to obtain a decent living and have the opportunity and capacity to do so."

- "I am determined that the farmers who have been efficient and successful in agriculture shall be fairly rewarded for their success. And I am equally determined that the rural community which has sustained the growth of agriculture shall have the chance to broaden its economic base and the range of opportunity which it can offer the children of its families."

- "Farmers with inadequate resources make up one segment of rural America's great unsolved problem of unemployment. Another is made up of families who have left the farm but have not yet found a place in the non-agricultural sector of the economy. A third consists of families displaced by the decline in the rural-based extractive industries—mining and lumbering."

- "The results of opportunity's decline in rural America are reflected in harsh facts:

- " . . . Lack of a decent life is almost twice as prevalent

in Rural America as it is in urban America. Only 30 percent of our families live in rural areas, but they include 46 percent of those American families with incomes under \$3,000.

" . . . Rural America has almost three times the proportion of substandard houses found in urban areas. . . .

" . . . Rural people lag almost two years behind urban residents in educational attainment. . . .

" . . . Rural communities lag in health facilities. Rural children receive one-third less medical attention than urban children. Their mortality rate is far higher.

" These deficiencies feed on one another. They leave too few resources to support education, health, and other public services essential to development of the talents, skills, and earning power of the people."

- "These facts require a national policy for rural America with parity of opportunity as its goal."

- "This is what we need to have parity of opportunity for rural Americans:

- " . . . National economic prosperity to increase their employment opportunities;

- " . . . Full access to education, training, and health services to expand their earning power, and

- " . . . Economic development of smaller and medium-sized communities to insure a healthy economic base for rural America."

- "I have requested funds . . . to strengthen the capacity of the Cooperative Federal-State Extension Service to assist rural communities in forming strong and active development organizations."

- "There are other parts of our agriculture which merit the support of Congress and the attention of all Americans. Conservation of agricultural land is making a contribution to the beauty and the development of our Nation. It can help even more as we attack pollution of our streams and the defacement of our landscape. Research and education must continue to speed our progress in agriculture, to insure the protection of consumers, and to make full opportunity more than a distant hope."

- "The task of achieving a life of quality and dignity in rural as well as in urban America is one that will engage our minds and hearts and our energies for a lifetime."

It seems to me that the President's words give strong support to goals toward which we in Extension are working, to our roles in helping Americans achieve a Great Society, and can give each of us renewed enthusiasm and general guidelines for the work ahead.—*Lloyd H. Davis*